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ABSTRACT

The two centers, the Teaching-Learning Center and the Professional Development Center, of the Kellogg Project are described. They are designed to support Illinois State University faculty in teaching and career development. The two centers have separate directors and their own program of responsibility, but also function in an interdependent way as the Kellogg Project in sponsoring and conducting training and informational programs for members of the faculty and departmental chairpersons. Current programs include a series of sessions focusing on organizational development with department chairpersons, and work with the chairperson, program leaders, and faculty of a large department in long-range planning for curriculum development and improved utilization of human resources. (Author/SPG)

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THE KELLOGG PROJECT

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The Teaching Learning Center

The Professional Development Center

W. K. Kellogg Foundation
&
Illinois State University

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ILLINOIS
STATE
UNIVERSITY
KELLOGG
PROJECT

PROGRAM DIRECTORS
Professional Development Center
Dr. Elmer Van Egmond, Director

Teaching-Learning Center
Dr. John Sharpham, Director

PROJECT DIRECTOR
Dr. Stanley Rives
Associate Provost and Dean of
Undergraduate Instruction

Illinois State University, the first public institution of higher education in Illinois, was founded in 1857. It presently serves 21,000 students, 19,000 through on-campus programs and another 2,000 through off-campus programs, with a faculty of 1,200 individuals. The W. K. Kellogg Foundation and Illinois State University jointly sponsor the Professional Development Center and the Teaching-Learning Center to serve the University and its faculty and to develop a model faculty and instructional development program for similar institutions.

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THE KELLOGG PROJECT

The Kellogg Project at Illinois State University is sponsored jointly by the W. K. Kellogg Foundation and the University. The $600,000 program has an initial life of four years and began operation in February 1976. It is designed to support Illinois State University faculty in teaching and in career development and is made up of two centers, the Teaching-Learning Center and the Professional Development Center.

The Project is designed to provide a model for dealing with human resource management problems emerging from the necessity for reallocation of faculty position, and revitalization of instruction in this era of stable or declining resources and enrollment. A thorough evaluation, including evaluation by external consultants, is scheduled during the fourth year (1979-80) of the Project.

The Professional Development Center and the Teaching-Learning Center have separate directors and their own program of responsibility, but also function in an interdependent way as the Kellogg Project in sponsoring and conducting training and informational programs for members of the faculty and departmental chairpersons. Current programs include a series of sessions focusing on organizational development with department chairpersons and work with the chairperson, program leaders and faculty of a large department in long-range planning for curriculum development and improved utilization of human resources.

PROFESSIONAL DEVELOPMENT CENTER

The Professional Development Center is designed to provide a professional and confidential setting for members of the faculty to receive assistance

in preparing for new professional duties, and obtain consultation and resources for assessing personal-professional plans. The Center also plans and sponsors workshop and seminar programs in Career/Life Assessment and Planning. It has grown out of the University's commitment to its professional staff and its awareness that retrenchment and the ever-changing enrollment patterns of students will make it necessary and possible for some faculty to pursue further education to prepare them for different future responsibilities.

A major program area of the Professional Development Center is the Educational Leave Program which is designed to assist faculty members in preparing for new professional responsibilities, either inside or outside higher education. The leave program was implemented in the Summer of 1976 when a member of the English Department was supported for a summer program of study in linguistics and teaching English as a second language. This provided a helpful on-campus model of the Educational Leave Program.

The number of requests for training assistance has consistently exceeded the available funds. Educational leave requests approved or under consideration have made possible changes in staffing assignments as follows:

(1) return to teaching needed courses in the Department of Psychology after an administrative assignment of several years' duration;

(2) transfer part of load for three faculty members from elementary education to programs in early childhood education and bilingual instruction in the Department of Curriculum & Instruction;

(3) developing skills for a new program in linguistics and teaching English as a second language thereby reducing a staffing over-load in literature;

(4) provide new teaching capability in applied mathematics;

(5) shift toward an emphasis on cultural and historical aspects of foreign language instruction; and

(6) strengthen special program needs in the area of agricultural safety and floral design.

The degree of support requested has ranged from a one-month summer program to full-time work for one semester.

Another area of program effort for the Professional Development Center has been to provide individual consultation. Members of the faculty have availed themselves of this service with increasing frequency in exploring career alternatives and conducting employment searches.

THE TEACHING-LEARNING CENTER

The Teaching-Learning Center is a support and resource center in teaching for faculty at Illinois State University. The Center responds to the needs and requests of faculty, individually and in groups, as they seek to enrich their own teaching for the benefit of both their students and themselves. Illinois State University has more than its fair share of excellent teachers and an institution-wide commitment to good teaching. This commitment is based upon the conviction that, just as a good teacher must continually read and study to keep abreast of the discipline taught, that teacher also needs to keep abreast of the latest research in and methodology of teaching, and adapt and adopt them in his or her own teaching as appropriate.

The Teaching-Learning Center was provided one and one-half full-time equivalent positions for faculty to serve as Kellogg Associates. Four Associates were appointed in 1976-77 and five Associates are working with the Center this year. Together with the Director the Associates represent

each of the teaching colleges on campus. Meeting for a five-day planning session in June, 1976, the Director and the Associates identified the goals for the Center and objectives for 1976-77.

Seven broad goals were identified: (1) to develop and maintain a Teaching-Learning Center that will be central to faculty involvement in the teaching-learning process at Illinois State University by being a catalyst and support for faculty; (2) to help provide a climate at Illinois State University that will lead to the development of the best possible instructional program for faculty and students; (3) to encourage faculty to discuss openly with each other aspects of their teaching and to make this ongoing communication central to building a sense of teaching community among faculty; (4) to encourage and support greater activity in writing and research about teaching at the University; (5) to provide faculty with support and assistance in all areas of teaching, planning, alternative classroom approaches, strategies, and evaluation; (6) to develop a resource center with a multitude of instructional materials and resource "packets" designed by faculty for faculty use; and (7) to become a model for other centers in how to operate a resource center for faculty in teaching-learning.

The task of identifying faculty perceptions with regard to teaching and getting feedback has included two all-day meetings with forty invited faculty to discuss "Effective Teaching at Illinois State," the development by the Teaching-Learning Center staff of a questionnaire and interview schedule on the state of the art of teaching at the University which was administered to one hundred faculty in the first year, which will be published this year, and the reviewing of materials already available through the Counseling Center, the colleges and the Office of Measurement and Evaluation.

The Center has worked with over fifty faculty on an individual basis, and ongoing consultation has been provided for persons identifying specific problem areas in their teaching. Other faculty have been assisted in developing new strategies for their classrooms, in creating self-evaluation procedures, in writing grants for financial support and in locating information and materials on specific aspects of teaching.

A number of faculty in small groups have used the Center in a variety of ways. Examples of Center involvement with small groups include: supporting the planning and development of the University Writing Center within the Department of English; working with professors in an interdisciplinary English/History course; sponsoring lunchtime meetings of faculty on such topics as "Energy and the Curriculum," "Entropy," and "Ritual in Modern Society"; creating videotaping opportunities where faculty can have their classes videotaped in a classroom setting.

The Center has offered a number of workshops and seminars for faculty which would address their perceived needs for effective teaching. Twenty-five workshops and seminars have been sponsored to date and over four hundred faculty have participated. These workshops and seminars included specific retreats on teaching for individual departments, a series on developing small-group discussion leadership skills, a workshop on writing about teaching for publication, a three-session workshop on developing a sense of teaching community in the university, one on values, and familiarization workshops co-sponsored with the University Writing Center, Media Services, Computer Services and the library. The workshops ranged from half-day sessions to a series of three-day meetings.